

UNIVERSITY OF GEORGIA

NUMBER: INTL 4660
TITLE: Politics, Film and Literature

INSTRUCTOR: Dr. Cas Mudde ([mudde \[at\] uga.edu](mailto:mudde@uga.edu))
OFFICE: IA Building 324
OFFICE HOURS: TBD

TERM: Fall 2026
DATE & TIME: Tuesdays, 2:55-5:35
ROOM: MLC 207

Introduction:

Today, billions of people in the world still live in non-democratic regimes (mostly in China and Russia) – even if many countries are now, at least nominally, democratic. This predominance of the democratic model is relatively recent. At the beginning of the 20th century, only a handful of countries around the world were (very imperfect) democracies. Even in Europe, democracy only became predominant in the 1990s, after the fall of the Communist Block.

In this seminar-style course, we examine the topic of **non-democratic regimes** – focusing on five different sub-types: colonialism, fascism, communism, authoritarianism, and theocracy. We will learn, on the basis of academic literature, what the key characteristics of these different non-democratic regimes are and discuss how they compare to each other and to democratic regimes.

But this course goes further. It wants to teach the students the essence of *life under non-democratic regimes* – something academic literature alone cannot do. Therefore, we will draw on international films and (graphic) novels to analyze the *effects* of non-democratic regimes on the lives of ordinary people. In other words, we also investigate how anti-democratic regimes have been dealt with in fictional form.

This seminar is both challenging and rewarding. It is challenging because it doesn't follow the usual format, is **very heavy on reading and writing**, and requires **active participation** on the part of **all students**. It is rewarding because it provides students with a much deeper understanding of politics as well as of film and literature. It aims to show how literature and movies can be helpful in analyzing politics, particularly everyday politics, which is often ignored in academic literature. It also hopes to provide a more complex understanding of non-democratic regimes and a more nuanced distinction between democratic and non-democratic regimes.

Readings:

The following books are used in this course. Students are strongly advised to purchase them ahead of the beginning of the course. In most cases several different editions are available and the student is free to select the one that s/he prefers.

Chinua Achebe, *Things Fall Apart* (1958).

Art Spiegelman, *Maus: A Survivor's Tale* (1991)

George Orwell, *Animal Farm* (1945)

Julia Alvarez, *In the Time of the Butterflies* (1994)

Marjane Satrapi, *Persepolis* (2004)

Other texts will be made available on the ELC course site, well ahead of the relevant class. If you have any problems accessing or locating readings, send me an email at [mudde\[at\]uga.edu](mailto:mudde[at]uga.edu).

Course objectives:

- ☒ To introduce you to the politics of, and life under, non-democratic regimes.
- ☒ To help you to critically analyze the political content of popular culture (particularly literature and movies).
- ☒ To help you reflect on the different perceptions of the same situation; i.e. politics are perceived different at the same time by different people (power) and at different times by the same people (memory).

Teaching Methodology:

- ☒ Short lectures by professor
- ☒ Watching and analyzing movies
- ☒ Class discussion of academic readings, literature, and movies

Classroom Attendance and Activity

This class meets only once a week and attendance is **mandatory**. You can miss up to **two** classes (*no excuses or notes are necessary*, although a heads-up will be appreciated). A third absence will lead to a deduction of **5 points** from your **final grade**. When you miss **four** classes, you **will fail** the course!

If you have to miss more than two classes because of medical reasons, please let me know as soon as possible. You **must** provide me with official documentation within **one week** after returning to class!

In comparison to most other undergraduate courses, this course has a rather **large amount of required reading**. You are expected to **read and reflect upon** (at least) the compulsory readings before you come to class. In other words, I expect you to read the literature well in advance of the class, and then reflect upon them in anticipation of the class discussion. To manage the readings, you are strongly advised to **plan ahead!**

While the movies and novels are “fictional,” the articles are NOT. They are designed to help you understand the themes in more concrete political terms. They are also part of the various exams and papers.

Course Evaluation:

- Participation (25%)
- Midterm Exam (25%)
- Short Paper (20%)
- Final Paper (30%)

Participation (25%): since this is a seminar, which is based *primarily* on discussion among students, **participation is absolutely crucial**. Participation is measured in both the **frequency and quality** of your comments, particularly as they are able to make connections between the literature/films and the academic articles. Contributions on the Discussion Board of the ELC Course Page do count toward participation, although less than contributions in the classroom. Attending all classes without participating in the classroom or on the ELC discussion board will lead to a participation grade of **60!**

Midterm Exam (25%): there will be a short midterm exam that consists of 10 multiple-choice questions, 3 short-answer questions, and 1 (max. one-page) essay question. The exam will be held in-class, during the first 1.5 hours of class on **February 23**. After the exam, we will continue with the regular class!

Short Paper (20%): you have to write an original paper (of max. 2,500 words) in which an important aspect of one type of anti-democratic regime is analyzed (e.g. gender, ideology, leaders, parties, violence). The paper should draw upon your analysis of the compulsory academic readings and **at least 5 additional** academic sources. You can reference movies and novels to illustrate your arguments. However, they do not provide empirical evidence for your arguments! The mid-term paper is due on **March, 16**, at the beginning of the class.

Final Paper (30%): you have to write an original research paper (of max. 4,000 words) in which you compare and contrast **two** anti-democratic regimes with regard to one important aspect. The paper should draw upon your analysis of the compulsory academic readings

and **at least 10 additional** academic sources. You can reference movies and novels to illustrate your arguments. However, they do not provide empirical evidence for your arguments! The final paper is due on **Wednesday, May 4, 2022**, at 11:59 PM (EST).

For helpful hints writing these papers visit this site: <http://www.uga.edu/intl/TipsPOLS.doc>

Grading:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Some Ground Rules:

1. This is a **more time-consuming course** than most courses that you will take. To do well, students must put in a great deal of effort. Please be certain that you are prepared to work hard! If not, another course might be more appropriate for you. As an upper division class, this class requires a somewhat firm grounding in the central concepts of political science.

2. Since this is a **seminar style class**, my lectures will be short and used to simply introduce each of the topics in a general fashion. **This is not a lecture-style class!** How much you will get out of this class will depend entirely on you!

3. **Late papers are not acceptable.** They are a burden for me and are unfair to your fellow students who do their work on time. Therefore, I will deduct **5 points** for each day a paper is late. Extensions may be given, but only if they are requested well in advance of the deadline, and if there is a compelling reason.

4. **It is not my practice to give incompletes.** However, if there is suitable reason – subject to my approval and supported with appropriate written documentation – an exception to the “no incompletes” rule may be possible. With respect to these first ground rules, *if you have problems in completing assigned work, please let me know about it.*

5. **Plagiarism will not be tolerated.** Any student turning in a written assignment which is not your own work will receive a failing grade for the course, and may have further implications. *UGA makes available to its faculty several software programs that compare submitted material to previously written papers at a central database.*

6. **The use of academic sources is essential.** On the midterm paper and on the final paper, you must make reference to the (academic) sources from which you drew your information. The accepted format is: (Alvarez 1990, 35) or (Moore, 1966).

7. **Laptops, tablets, phones, etc. are not allowed!** Be ready with pen and paper to make notes during the class. If you use any of these banned devices in class, you will be punished with a deduction of **10 points** of your *final grade*!

8. **You will be expected to attend class regularly, on time, and for the entirety of each class period.** Do not sign up for this class if you have social or other engagements (sports classes, meets, etc) that interfere with the time length of this course.

9. I do not expect that your views and perceptions of these controversial themes are identical with those of your classmates or me, either now or at the completion of the course. This course is a place for the free (and perhaps even heated) exchange of ideas. Thus I expect you to **challenge viewpoints** that differ from your own, but I also expect you to **substantiate your arguments** on the basis of the readings, lectures and discussions.

10. If you need to use outside **reference works**, please consult Joel Krieger, et. al., *Oxford Companion to Politics of the World* (Oxford: Oxford University Press, 2001) as a place to start for political terms or concepts – do **not** use Webster or other dictionaries for political science definitions. For outside research sources, please use Galileo. **Please do not use the notoriously unreliable Wikipedia** until or unless this source emphasizes accuracy as much as it does volume and speed.

11. If you believe that you should have received a better grade, please provide **an explanation** to me *in writing* and *within a week* of receiving the grade. I will then grade your **whole exam/paper** again and I will issue a “new” grade, which will be either the same, a higher, or a lower grade.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with

the student's legal name. I am eager to address you by your *preferred* name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic Honesty

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services.

They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: accessibility.uga.edu
- Relationship and Sexual Violence Prevention: 706-542-SAFE

(Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentiality).

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting well-being.uga.edu.

The use of A.I.

Although I am highly skeptical of the use of AI tools, for intellectual and [environmental](#) (!) reasons, I do not ban its use. You can use AI to develop ideas, get started on a project, improve your language and writing. But you are fully responsible for any AI-generated materials that you incorporate in your course assignments. *If* you include AI-generated materials in your course assignments, you *must cite* them like any other reference material. All information incorporated into course assignments must be verified, ideas must still be attributed, and facts must be true.

You may NOT prompt AI to write your assignment! If you do submit an AI-generated assignment, you will not only FAIL the course but you will also be held in breach of the UGA Student Honor Code.

Visual or Audio Recording

In the absence of written authorization from the UGA Disability, students may **not** make a visual or audio recording of any aspect of this course.

Students who have a recording accommodation agree in writing that they:

- will use the records only for personal academic use during the specific course.
- understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- will erase/delete all recordings at the end of the semester.
- understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Disability Statement

UGA is committed to the success of all learners, and we strive to create an inclusive and accessible online environment. In collaboration with the [Disability Resource Center](#), we work with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a Disability coordinator, please call the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778.

Third-Party Software and FERPA:

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While

some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Important Dates:

September, 29	Midterm Exam
October, 13	Short Paper
December, 1	Final Paper

Finally:

THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE; DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY (AND MOST PROBABLY WILL) BE NECESSARY!

Thematic Outline:

08/18 – INTRODUCTION (1)

In this first class we will go through the specific expectations and requirements of this rather unique course. We will discuss how to analyze movies and literature as well as how to write an original research paper.

Compulsory Reading:

Brooker, Paul. *Non-Democratic Regimes*. New York: Palgrave Macmillan, 2009, second edition, 1-45 (Introduction & 1: Theoretical Approaches).

Optional Readings:

Gasiorowski, Mark. "The Political Regimes Project", *Studies in Comparative International Development*, 25:1 (1990), 109-125.

Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: The Johns Hopkins University Press, 1996, 38-54.

TOPIC I – COLONIALISM

08/25 – ANTI-COLONIAL STRUGGLE (2)

The two world wars of the early 20th century shifted the attention of the colonial powers back to Europe, or embedded them in war with their European/Asian enemy in their colonies (e.g. Nazi Germany in North Africa, Imperial Japan in Southeast Asia). This freed up opportunities for anti-colonial independence movements around the globe. But while decolonization was inevitable, it didn't always go peacefully.

Movie:

La Battaglia di Algeri (Battle of Algiers) by Gillo Pontecorvo (1966), 121 minutes.

Compulsory Readings:

Kiwanuka, M. Semakula, "Colonial Policies and Administrations in Africa: The Myths of the Contrasts", *African Historical Studies*, 3:2 (1970), 295-315.

Sartre, Jean-Paul, "Colonialism is a System", *Interventions: International Journal of Postcolonial Studies*, 3:1 (2001), 127-140.

Curtin, Philip D., "The Black Experience of Colonialism and Imperialism", *Daedalus*, 103:2 (1974), 17-29.

09/01 – POST-COLONIAL DICTATORSHIPS (3)

Colonial rule has had a profound impact on the societies of the former colonies in Asia and Africa. Even today, many developments in the former colonies are still perceived through the lens of post-colonialism. At the same time the memory of colonialism itself is constantly developing, being challenged in books and films.

Movie:

The Last King of Scotland by Kevin MacDonald (2006), 123 minutes

Compulsory Reading:

Decalo, Samuel, "African Personal Dictatorships", *The Journal of Modern African Studies*, 23:2 (1985), 209-237.

Bissell, William Cunningham, "Engaging Colonial Nostalgia", *Cultural Anthropology*, 20:2 (2005), 215-248.

09/08 – COLONIAL RULE (4)

Until well into the 20th century, the majority of the world was ruled by only a few European countries – most notably France, Spain and the United Kingdom. While some of these countries were democratic within their own state boundaries, at least in the early 20th century, all ruled the rest of the world by often brutal colonial rule.

Compulsory Reading:

Chinua Achebe, *Things Fall Apart* (1958).

Optional Readings:

Duignan, Peter and L.H. Gann (eds.). *Colonialism in Africa, 1870-1960 (5 Volumes)*. Cambridge: Cambridge University Press, 1969-1975.

Fredland, Richard A. *Understanding Africa: A Political Economy Perspective*. Chicago: Burnham, 2001, chapter 3.

Spear, Thomas. "Neo-Traditionalism and the Limits of Invention in British Colonial Africa", *The Journal of African History*", 44:1 (2003), 3-27.

TOPIC II – FASCIST REGIMES

09/15 – ITALIAN FASCISM (5)

Fascism is often used as a generic term for right-wing authoritarian regimes, but it describes a quite distinct ideology and regime. There are at least two different types of fascism, most notably Italian Fascism and German National Socialism (or Nazism), which share many important features, but also have some key differences – notably, antisemitism and racism were not a key feature of Italian fascism. Una giornata particolare chronicles a "special day" under Italian fascism, when Adolf Hitler comes to visit Italy in the 1930s.

Movie:

Una giornata particolare (A Special Day) by Ettore Scola (1977), 106 minutes.

Compulsory Readings:

Eatwell, Roger, *Fascism: A History*. New York: Allen Lane, 1995, chapters 3-4 (pp.43-88).

Levy, Carl, "Fascism, National Socialism and Conservatives in Europe, 1914-1945: Issues for Comparativists", *Contemporary European History*, 8:1 (1999), 97-126.

Optional Readings:

Childers, Thomas, "Who, Indeed, Did Vote for Hitler?", *Central European History*, 17:1 (1984), 45-53.

Merkel, Peter H., "Comparing Fascist Movements", in: Stein Ugelvik Larsen, Bernt Hagtvet and Jan Petter Myklebust (eds.), *Who Were the Fascists? Social Roots of European Fascism*. Bergen, etc.: Universitetsforlaget, 1980, 752-783.

Linz, Juan J., "Political Space and Fascism as a Late-Comer: Conditions Conducive to the Success or Failure of Fascism as a Mass Movement in Inter-War Europe", in: Stein Ugelvik Larsen, Bernt Hagtvet and Jan Petter Myklebust (eds.), *Who Were the Fascists? Social Roots of European Fascism*. Bergen: Universitetsforlaget, 1980, 153-189.

Sternhell, Zeev (with Mario Sznayder and Maia Asheri), *The Birth of Fascist Ideology*. Princeton, NJ: Princeton University Press, 1994, 3-35.

09/22 – FASCISM BEYOND STEREOTYPES (6)

For much of the 20th century the Second World War was seen through the prism of the Holocaust. What shocked most people was that this ultimate evil could be perpetrated by one of the most cultured and modern people in the world, the Germans. The explanation was a stereotypical view of Nazi Germany as the perfect killing machine. While some influential authors criticized this view – most notably Hannah Arendt's thesis of 'the banality of evil' – it would take till the end of the 20th century for this revisionist view of 'fascism' to take popular root.

Movie:

Der Untergang (Downfall) by Oliver Hirschbiegel (2004), 155 minutes.

Compulsory Readings:

Arendt, Hannah, *The Origins of Totalitarianism*. New York: Harcourt, Brace & World, 1966, new edition, 341-388.

Rosenfeld, Gavriel D., "The Controversy That Isn't: The Debate about Daniel Goldhagen's Hitler's Willing Executioners in Comparative Perspective", *Contemporary European History*, 8:2 (1999), 249-273.

Optional Reading:

- Browning, Christopher R., "Daniel Goldhagen's Willing Executioners", *History and Memory*, 8:1 (1996), 88-108.
- Mann, Michael, "Were the Perpetrators of Genocide 'Ordinary Men' or 'Real Nazis'? Results from Fifteen Hundred Biographics", *Holocaust Genocide Studies* 14:3 (2000), 331-366.
- Rieger, Bernard, "'Daniel in the Lion's Den?' The German Debate about Goldhagen's 'Hitler's Willing Executioners'", *History Workshop Journal*, 43 (1997), 226-233.

09/29 – **MIDTERM EXAM & FASCISM COMPARED (7)**

Fascism is the generic term used to describe various different forms of fascism, including Italian and German fascism. The latter, better known as National socialism, or Nazism, stood out for its open anti-Semitism and racism. Spiegelman's award-winning graphic novel Maus describes the life of his father, a Jewish man in occupied Poland, and one of the few to survive the horrific extermination camp of Auschwitz, the symbol of the Holocaust.

Compulsory Reading:

Corni, Gustavo, "State and Society: Italy and Germany Compared", in R.J.B. Bosworth (ed.), *The Oxford Handbook of Fascism*. Oxford: Oxford University Press, 2009, 279-295

Spiegelman, Art, *Maus: A Survivor's Tale* (1991), 2 Volumes.

Optional Reading:

Bosworth, R.J.B. *Mussolini's Italy: Life under the Fascist Dictatorship, 1915-1945*. New York: Penguin, 2005.

Gregor, Neil (ed.). *Nazism*. Oxford: Oxford University Press, 2000.

Griffin, Roger (ed.). *Fascism*. Oxford: Oxford University Press, 1995.

Peukert, Detlev. *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life*. New Haven, CT: Yale University Press, 1987.

TOPIC III – COMMUNIST REGIMES

10/06 – 'REAL EXISTING SOCIALISM' (8)

Communist regimes ruled for much longer than fascism – the Soviet Union existed almost 80 years! – and went through different changes and developments. After the brutal period of Stalinism, most communist regimes bureaucratized and state repression became more subtle, but still very effective.

Movie:

Das Leben der Anderen (The Lives of Others) by Florian Henckel von Donnersmarck (2006), 138 minutes.

Compulsory Reading:

Marx, Karl and Friedrich Engels, *The Communist Manifesto* (1848).

Janos, Andrew C., "What Was Communism? A Retrospective in Comparative Analysis", *Communist and Post-Communist Studies*, 29:1 (1996), 1-24.

Optional Readings:

Jowitt, Ken, "Soviet Neotraditionalism: The Political Corruption of a Leninist Regime", *Soviet Studies*, 35:3 (1983), 275-297.

Schöpflin, George, "The Stalinist Experience in Eastern Europe", *Survey: A Journal of East and West Studies*, 30:3 (1988), 124-147.

10/13 – OSTALGIE (9)

When the Berlin Wall came down in 1989, people throughout Eastern Europe declared their desire to "return to Europe." Capitalist democracy seemed hegemonic, which led the conservative American scholar Francis Fukuyama to famously declare "The End of History." But to the horror of most Westerners, so-called Ostalgie, a nostalgia for the communist era, emerged in the late-1990s. How could East Europeans, who were almost all objectively better off in economic and political terms, yearn for a period of repression and scarcity?

Movie:

Goodbye Lenin! by Wolfgang Becker (2003), 118 minutes.

Compulsory Reading:

Martino, Courtney Flynn, "[\(N\)ostalgia](#)", 2023.

Ekman, Joakim and Jonas Linde, "Communist Nostalgia and the Consolidation of Democracy in Central and Eastern Europe", *Journal of Communist Studies and Transition Politics*, 21:3 (2005), 354-374.

Sierp, Aline and Liz Emery, "Ostalgie. Nostalgia as Identity Politics", in Michael Hviid Jacobsen, Krystine I. Batcho and Janelle L. Wilson (eds.), *Exploring Nostalgia. Empirical Studies of Contemporary Experiences and Practices*. London: Routledge, 2025, 106-121.

Kubik, Jan, "Historical Memory and the End of Communism", *Journal of Cold War Studies*, 9:2 (2007), 127-133.

Optional Readings:

Bartmanski, Dominik, "Successful Icons of Failed Time: Rethinking Post-Communist Nostalgia", *Acta Sociologica*, 54:3 (2011), 213-231.

Deadline Short Paper

Write an original paper (of max. 2,500 words in length) in which an important aspect of one type of anti-democratic regime is analyzed (e.g. gender, ideology, leaders, parties, violence). The paper should draw upon your analysis of the compulsory academic readings

and at least 5 additional academic sources. You can reference movies and novels to illustrate your arguments. However, they do not provide empirical evidence for your arguments! The mid-term paper is due at the beginning of the class.

10/20 – COMMUNISM IN THEORY AND PRACTICE (10)

*Many progressives would agree with Will Rogers' famous statement: "Communism is like Prohibition, it's a good idea but it won't work." Based upon the ideal of full equality and complete freedom, communist regimes remained stuck in the (supposedly transitional) phase of the 'dictatorship of the proletariat.' This is exactly what George Orwell captured in his world-famous book, *Animal Farm*, in which the animals of a farm successfully revolt against their human owner, only to slide into a more brutal tyranny among themselves.*

Compulsory Reading:

George Orwell, *Animal Farm* (1945)

Optional Readings:

Holmes, Leslie. *Communism: A Very Short Introduction*. Oxford: Oxford University Press, 2009.

Meyer, Alfred G, "The Comparative Study of Communist Political Systems", *Slavic Review*, 26:1 (1967), 3-12.

TOPIC IV – MILITARY DICTATORSHIP

10/27 – MILITARY DICTATORSHIP (11)

Latin America has a long history of military coups and military rule. It was only in the last decades of the 20th century that the circle of coups and faltered democratization was broken. An important reason was the end of the Cold War, which had polarized politics on the continent for decades, and had made Latin America a prime concern for the United States.

Movie:

La Historia Oficial (The Official Story) by Luis Penzo (1985), 112 minutes

Compulsory Readings:

Brooker, Paul. *Non-Democratic Regimes*. New York: Palgrave Macmillan, 2009, second edition, 81-104 (3: Military Rule).

Cardoso, Fernando Henrique, "The Characterization of Authoritarian Regimes", in David Collier (ed.), *The New Authoritarianism in Latin America*. Princeton: Princeton University Press, 1979, 33-57.

Philip, George, "Military-Authoritarianism in South America: Brazil, Chile, Uruguay and Argentina", *Political Studies*, 23:1 (1984), 1-20.

Optional Readings:

Collier, David, "Overview of the Bureaucratic-Authoritarian Model", in David Collier (ed.), *The New Authoritarianism in Latin America*. Princeton: Princeton University Press, 1979, 19-32.

Dix, Robert H., "Military Coups and Military Rule in Latin America", *Armed Forces & Society*, 20:3 (1994), 439-456.

Laury, Michael and Eder Sader, "The Militarization of the State in Latin America", *Latin American Perspectives*, 47:12 (1985), 7-40.

Rouquie, Alan, "The Military in Latin American Politics since 1930", in Leslie Bethell (ed.), *The Cambridge History of Latin America. Vol.6: 1930 to the Present*. Cambridge: Cambridge University Press, 1995, 233-270.

11/03 – LIFE UNDER MILITARY DICTATORSHIP (12)

While most Latin American military regimes were right-wing authoritarian, they differed from European fascism. State repression was often less ideological and more subtle – if still very deadly – and the military played a more dominant and visible role. In the Time of Butterflies tells the story of repression during the Trujillo dictatorship in the Dominican Republic.

Compulsory Reading:

Julia Alvarez, *In the Time of the Butterflies* (1994)

Optional Readings:

Loveman, Brian, *For La Patria: Politics and the Armed Forces in Latin America*. Wilmington, DE: Scholarly Resources.

Munck, Ronaldo, "The 'Modern' Military Dictatorship in Latin America: The Case of Argentina (1976-1982)", *Latin American Perspectives*, 12:4 (1985), 41-74.

TOPIC V – THEOCRACIES

11/10 – AFGHANISTAN UNDER THE TALIBAN (13)

At least since 9/11 the Taliban has become a household name in the world and Afghanistan has once again become the territory of a long and bloody war. Under the Taliban Afghanistan had become a repressive Islamic state ruled on a particularly brutal impression of Sharia, Islamic law. The Kite Runner tells the tale of life under the Taliban regime, the second Islamic theocracy in modern time.

Movie:

The Kite Runner by Marc Foster (2007), 128 minutes.

Compulsory Readings:

Bearden, Milton, "Afghanistan: Graveyard of Empires", *Foreign Affairs*, 80:4 (2001), 17-30.

Hunter, Shireen T., "Islamic Fundamentalism: What It Really Is and Why It Frightens the West", *SAIS Review*, 6:1 (1986), 189-200.

Johnson, Thomas H and M. Chris Mason, "Understanding the Taliban and Insurgency in Afghanistan", *Orbis*, 51:1 (2007), 71-89.

Kazemzadeh, Masoud, "Teaching the Politics of Islamic Fundamentalism", *PS: Political Science & Politics*, 31:1 (1998), 52-59.

11/17 – LIFE IN THE ISLAMIC REPUBLIC OF IRAN (14)

The Iranian Revolution of 1979 took the world by surprise. The former regime of the Shah was brutal and unpopular, surviving largely on the basis of western support, but no one had expected that the revolution would lead to the constitution of a theocracy under the leadership of a religious leader, the Ayatollah Khomeini. The new Islamic Republic of Iran introduced a strict Islamic regime under Sharia law. The consequences for the people of Iran, in particular women, have been profound.

Compulsory Readings:

Chehabi, H.E., "The Political Regime of the Islamic Republic of Iran in Comparative Perspective", *Government and Opposition*, 36:1 (2001), 48-70.

Moghadam, Valentine M., "Revolution, Religion and Gender Politics: Iran and Afghanistan Compared", *Journal of Women's History*, 10:4 (1999), 172-195.

Satrapi, Marjane, *Persepolis*. New York: Random House, 2004.

Rouhi, Mahsa, "Woman, Life, Freedom in Iran", *Survival*, 64:6 (2022), 189-196.

Optional Readings:

Chehabi, H.E., "Religion and Politics in Iran: How Theocratic Is the Islamic Republic?", *Daedalus*, 120:3 (1991), 69-91.

Juergensmeyer, Mark. "The Legitimacy of Invading Religious Regimes", in Richard Falk, Mark Juergensmeyer and Vesselin Popovski (eds.), *Legality and Legitimacy in Global Affairs*. Oxford: Oxford University Press, 2012, 273-290.

Wright, Robin, "Iran's New Revolution", *Foreign Affairs*, 79 (2000), 133-145.

12/01 – DEADLINE FINAL PAPER

*Write an original research paper (of max. 4,000 words in length) in which you compare and contrast two anti-democratic regimes with regard to one important aspect (e.g. gender, ideology, leaders, parties, violence). The paper should draw upon your analysis of the compulsory academic readings and **at least 10 additional** academic sources. You can reference movies and novels to illustrate your arguments. However, they do not provide empirical evidence for your arguments!*

The final paper is due on **Tuesday, December 1, 2026**, at 11:59 PM (EST). You can email it to me at: mudde [at] uga.edu. Please attach it as a general **Word** file (and do not use Google docs). Remember: it is **your responsibility** to ensure that the paper is in my possession before the deadline!!!